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ABSTRACT

A Child Development Associate (CDA) training project director in north New Jersey initiated a practicum to create in-service training conditions and supervisory teacher attitudes that supported the teaching efforts of assistant teachers who were working toward CDA certification in a college-based program. Specific goals of the 3-month intervention were to develop strategies to involve cooperating group teachers in the in-service training effort. A collaborative training approach expanded the involvement of teacher trainers and all classroom practitioners. Strategies included: (1) selecting cooperating teachers who had previously gone through a similar training program; (2) distributing a detailed information packet to all cooperating teachers prior to the training; (3) conducting three meetings for cooperating teachers that detailed aspects of the training process; (4) instituting a three-way feedback conference in the field following classroom observations; and (5) developing a pilot "training of trainers" model for supervisors working in similar situations. Evaluation data indicated that the intervention was effective. All participants reported increased collaboration. A high percentage of trainees were successfully assessed in a shorter time period than before. Related materials are appended. (RH)

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STRATEGIES TO PROMOTE CONGRUENCY OF TRAINING AND PRACTICE FOR PRESCHOOL STAFF DEVELOPMENT

BY

ROSALYN LENHOFF

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NOVA UNIVERSITY

STRATEGIES TO PROMOTE CONGRUENCY OF TRAINING AND PRACTICE FOR PRESCHOOL STAFF DEVELOPMENT

by

Rosalyn Lenhoff

Cluster 21

A Practicum I Report Presented to the Ed.D. Program

in Early and Middle Childhood

in Partial Fulfillment of the Requirements

for the Degree of Doctor of Education

NOVA UNIVERSITY

1987

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PRACTICUM APPROVAL SHEET

This practicum took place as described.

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This practicum report was submitted by Rosalyn Lenhoff under the direction of the adviser listed below. It was submitted to the Ed.D. Program in Early and Middle Childhood and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

Approved:

5/15/87

Date of Final Approval of Report

Polly Peterson, Ph.D.

Dr. Polly Peterson: Adviser

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ABSTRACT

Strategies to Promote Congruency of Training and Practice for Preschool Staff Development. Lenhoff, Rosalyn, 1987: Practicum Report, Nova University, Ed.D. Program in Early and Middle Childhood. Descriptors: Early Childhood Education/Preschool Teachers/Child Development Centers/Child Development Associate/Inservice Education/Staff Development/Teacher Supervision/Teacher Training

This practicum addressed the problem of training preschool assistant teachers in a competency-based assessment program, when the key decision-maker in the classroom is the cooperating group teacher. This requires the willingness of the cooperating group teacher in the classroom to be open to and congruent with the goals of the training of the assistant teacher.

Strategies to support a more collaborative relationship between the teacher trainer and all classroom practitioners were implemented. These included: a) selecting cooperating teachers who had previously gone through a similar training program; b) distributing a detailed information packet to all cooperating teachers prior to the training; c) conducting three meetings for cooperating teachers on the process; d) instituting a 3-way feedback conference in the field following classroom observation; e) developing a pilot 'training of trainers' model for supervisors working in a similar situation.

The results of the practicum were positive. All participants; trainers, assistant trainees and cooperating teachers, reported more collaboration. A high percentage of trainees were successfully assessed in a shorter time period. Plans to support the continued involvement of the cooperating teacher in this training effort include offering a tuition-free one-credit course in Supervision in a Child Care Setting for participation in the meetings and feedback conferences.

CHAPTER I

INTRODUCTION

Description of Program and Community

The Child Development Associate (CDA) program is a national effort to train, assess and credential child care staff. It is the result of a collaborative relationship between the federal government and the early childhood profession initiated in 1972. While CDA assessment and credentialing is administered by the National Association for the Education of Young Children (NAEYC), training is provided locally by hundreds of different institutions across the country.

In New Jersey, there are two programs; one in the north and the other in south/central Jersey. These two college-based training programs are funded by the Administration for Children, Youth and Families (ACYF) through two existing Head Start Grantee programs, each of which coordinates training needs of all head start programs in its geographical area. In the north, a centrally located state college provides training for twenty-two diverse community programs. This portion of the state is heavily populated, and although urban in nature, includes suburban and rural areas.

Author's Work Setting and Role

All persons in the training program must be currently working in the head start program, and in fact average five years employment. Most are women; only two men have participated in the past eight years.

Since it is the hiring practice to offer employment opportunities to community residents, many are parents of current or former children in the program, and reflect the lower socio-economic backgrounds of eligible head start families. They are in their mid-to-late thirties, with little or no previous college experience. A high school diploma or GED is an eligibility requirement for participation in the program. The racial-ethnic composition is approximately 20% White, 58% Black, 20% Hispanic and 2% Asian.

The writer is the 'North New Jersey CDA Training Project Director/Advisor'. The responsibilities of this position are numerous. The Grant Proposal is written annually, after confering with the Program Specialist at the ACYF office, the Executive Director of the Grantee program and the Chairperson at the state college. It is necessary as a liaison, to reconcile the varying requirements and constraints of the three parties to the agreement.

In conjunction with the Chairperson at the state college, the project director administers the grant through interaction with the Registrar, Financial Aid Director, Accounting personnel and other department faculty members.

In conjunction with the Grantee director, several meetings per year of the north NJ CDA Community Advisory Board are planned and implemented. The Board includes directors and coordinators from each head start program in north NJ, in addition to representatives from the regional office and the local college. These meetings give advice and consent to the on-going process of the training program.

All local CDA inquires are assigned by the national CDA office. These are responded to as fully and appropriately as possible, with counsel and referral of resources.

The project employs three additional part-time advisors,whom the director recruits, hires and is responsible for replacing in the event someone leaves the project. They are given support and technical assistance as they work with a cluster of trainees in a weekly seminar session and a bi--monthly field visit at each trainee's work site. The writer works with her own cluster of students in a similar pattern of seminars and field visits.

Although accountable to a variety of persons, the writer functions with a great deal of autonomy. As long as fiscal considerations are possible, initiation of new ideas and attempts to apply creative strategies are encouraged. This will be the writer's ninth year in this position.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

There seems to be unanimous agreement that the teacher is the most important factor in the young child's learning experience, and the major determinant of program effectiveness (Feeney & Chun, 1985; Katz, 1984; Peters, Yenchko & Sutton, 1981). Therefore, endeavors to improve and maintain high quality staff are a strong professional priority.

The present reality is that the majority of teachers in the field of early childhood education have had no preservice education at all (Katz, 1984). Yet the number of people needed and working in child care has increased dramatically with the vast expansion of child care services.

To improve the skills of those already working has become the responsibility of the employing agency in providing inservice training. The CDA college-based training program is an interesting combination of the college preservice practicum and the agency inservice training. "Its mission is educational, but its delivery is community based" (Peters, 1981, p.6).

In this model, program directors identify staff members whom they feel would benefit from this opportunity, and who have evidenced leadership abilities. Usually, these trainees are assistant teachers, working in the classroom with a group teacher, who herself has experienced varying degrees of pre- and inservice training.

The trainees are enrolled in a training program for one to two years. They attend a weekly seminar session and are visited on-site every other week. College course work is related to CDA competencies, and the emphasis of training is on implementing theory into classroom practice, thereby demonstrating competency.

Classroom group teachers have a wide range of early childhood training and experience themselves, and respond to the on-site visits in varying ways. Some are happy to have an additional consultant to support them in classroom practice and view the training of their assistant as a positive addition to their own professional experience. Many initially express this sentiment, but experience discomfort with the actual involvement of an advisor in their classroom and react in two basically different ways.

One reaction is for the group teacher to strengthen her control. The assistant may be told "This is my classroom. I'll do it my way." The assistant then feels 'caught in the middle' between her group teacher and her CDA advisor. Implementation of any change is frustrated. The ensuing tension puts strain on the working relationship, and makes fulfilling CDA requirements difficult.

Another reaction to discomfort with the advisor observation is withdrawal of the group teacher from any involvement with the CDA experience. The assistant may be told "Do it any way you want, but don't bother me." The group teacher has then been observed sitting on the side of the room with a single child, or working on paper reports, or actually leaving the classroom; leaving the assistant virtually alone to cope with the entire group of children during the advisor's presence.

Since CDA assessment is based on observed performance by the advisor, and eventually for assessment by a parent-community representative and a national CDA representative, demonstration of classroom practice is an essential component of training. When the CDA candidate is not the responsible person in the classroom, then the responsible person must be willing to implement innovations and training suggestions in order for implementation to be effective.

Briefly stated, the problem is that training assistants who are not the power and responsible person in the classroom environment, requires the person with power and responsibility in the setting to be open to and congruent with the goals of the training experience.

Problem Documentation

In order to determine the broader significance of this problem, colleagues in north New Jersey working in this training program were queried. They reported finding a predominance of this problem in

their experience, with extensive effort going into establishing individual relationships to alleviate the frustration felt by themselves and their trainees. In addition, colleagues in south New Jersey and New York City were teleconferenced with regarding their reality of this problem. They also supported the existence of this situation and the resultant difficulty experienced by trainees and advisors.

To obtain some perceptions of this problem from assistant and group teachers, companion questionnaires were developed and distributed to thirty-four assistants and twenty-four group teachers (see Appendices A and B). It is important to note that eight assistants became 'acting group teachers' during the final year of training, and some former group teachers were no longer available for inclusion at the time of this inquiry. Thirty assistants; or 88%, and twenty-one group teachers; or 88%, responded.

Table 1. Persons Initiating Involvement in Training

	Response/Assistant	Response/GroupT.
1.Who initiated participation in training program?		
Candidate herself	(8) 27%	-
Group Teacher	(3) 10%	(2) 10%
Supervisor	(16) 53%	-
Other	(1) 3%	(19) 90%
NA	(2) 7%	-

It is clear that although some candidates do initiate their own involvement, more frequently this decision is initiated at the supervisory level. The group teacher is usually unaware of the decision to involve the assistant teacher in her classroom in this training effort.

Table 2. Perceptions of Change After Training

	Response/Assistant	Response/Group T.
2.Did the assistant take more responsibility?		
Yes	(25) 83%	(15) 71%
No	(5) 17%	(4) 19%
NA	(1) 5%	-
3. Did Group Teacher give more responsibility?		
Yes	(17) 56%	(15) 71%
No	(13) 44%	(6) 29%
4. Did assistant attempt to change classroom?		
Yes	(22) 73%	(15) 71%
No	(8) 27%	(6) 29%
5.What attitudes attended attempted changes?		
Support/Pleased	(20) 66%	(14) 66%
Not helpful/Indifferent	(3) 10%	(1) 6%
Resistant/Annoyed	(5) 16%	(3) 14%
NA	(2) 8%	(3) 14%
6. Was there change in the relationship between group teacher and assistant?		
Yes: for the better	(19) 63%	(8) 38%
Yes: for the worse	(2) 7%	(1) 5%
No	(7) 23%	(10) 47%
NA	(2) 7%	(2) 10%

	Response/Assistant	Response/Group T.
7.Did CDA training cause stress?		
Yes	(17) 56%	(8) 38%
No	(13) 44%	(13) 62%
8. Was training similar to, or in conflict with,class-room practice?		
Similar:	(20) 66%	(17) 80%
Conflict:	(7) 23%	(1) 5%
Both:	-	(2) 10%
NA:	(3) 10%	(1) 5%
9. Should the group teacher become more involved in the training program?		
Yes:	(24) 80%	(10) 47%
No:	(4) 13%	(8) 38%
NA:	(2) 7%	(3) 15%

It is interesting to note that more trainees felt they took more responsibility than their group teacher felt, but more group teachers felt they gave more responsibility than their assistant teachers thought they had.

In terms of 'change', perceptions of the change process and attitudes toward attempted change were quite similar and approximately the same for both the assistants and group teachers. The majority of assistants felt supported in their efforts to change, and the majority of group teachers felt pleased with their assistants' efforts. However, a significant number of assistants felt their efforts met with resistance and nonhelp; while a number of group teachers acknowledged feelings of annoyance.

More assistants experienced the relationship as better, while more group teachers experienced no difference in the relationship. Perhaps this reflects the increased confidence of the assistants as a result of

the training. More assistants felt participation in CDA training created stress in their lives, although comments indicated much of this stress came from the work involved in preparing for CDA assessment and college requirements. Some comments from group teachers reporting stress indicated the training implied criticism of their classroom operation and educational philosophy.

It is interesting that 66% of the assistants felt CDA training and their group teachers held congruent classroom practices, while 80% of the group teachers felt similarities in their practice and the training provided. This unawareness, or denial, of a problem by the group teachers, which was clearly recognized by the assistant teachers and strongly supported by the advisors, seems a significant mis-match.

There is also an interesting discrepancy between the desire of the assistants to involve their group teachers in their training effort, and the unwillingness of the majority of group teachers to become so involved.

Causative Analysis

The causes of the problem can be examined from various points of view; the group teacher, the assistant teacher, and the CDA advisor. Many causes were explicitly stated in the questionnaire responses, others were implied.

It seems clear that one of the key persons affected by the training is the group teacher. Yet, 88% stated they did not participate in the decision to have their classroom assistant involved in the training. Some comments on the questionnaires reflect feelings of being 'left out'. "The cooperating teacher should be made aware of the expectations.....and exactly what will take place....which will relieve people of their unnecessary frustrations." "I think some kind of guidebook as to goals and assignments given at the beginning of training.... that way I know what to expect."

Also implied was a defensive feeling of being undermined and professionally threatened, such as: "She took over." "I need more notice of need to change." "Very narrow..did not allow for individual style and philosophy...I found it to be very conflicting." "I found it annoying to be criticized."

Group teachers' comments suggested their wanting to be involved in team discussions. "When the

CDA candidate is being observed in the classroom...and discussed privately...it may cause a problem." "The candidate should work along with teacher, discussing everything and working together as a team." "Everyone in the team should discuss the purpose so there is more of a team effort." "More involvement with the teacher of how she could have been of more help and better assist the candidate."

From the assistant teachers' point of view, one cause of the problem was the group teachers' lack of openness and unwillingness to experiment with change. Comments such as: "The group teacher considered the ideas too much work...too much planning." "Your activity, you plan."

Another cause was differing approaches to classroom practice, reflected in the following comments: "Teacher had totally different concepts from CDA." "We have different ideas of working with young children." Feeling threatened was also revealed in the comment, "She resented someone observing."

From the advisors' point of view, the cause of the problem was the weak foundation of early childhood practice observed in many classrooms. The stress to respect methods and philosophies incongruent with one's own preferences is reported by Katz (1977). Attempts to have assistant teachers analyze and evaluate these practices with the goal of implementing change often placed the assistant in opposition to her cooperating teacher. Group teachers were willing to have their assistant change, as long as that did not infringe on their existing practices.

The Related Literature

The research literature does not specifically address the issue of inservice training of a practitioner working in a classroom as an assistant teacher, when the power to effect classroom change resides with the group teacher in charge. However, there is a great deal of research literature on two related issues from which relevant data may be extrapolated.

One is the issue of preservice training of a student teacher working in a field placement classroom with a cooperating teacher; and, the other issue is that of inservice training, with its various approaches to the continued training of those already employed.

Preservice training has been the traditional route of a college-based teacher preparation program.

For many years the teacher education courses have been criticized as irrelevant, unrealistic and having a lack of impact on successful teaching (Raths & Katz, 1982).

There has been a concurrent trend toward increasing the field experience of the preservice student, based on the assumption that it is the most valuable and useful part of the education preparation program. The belief that the practice of 'doing' and of applying knowledge facilitates developing competencies more effectively than abstract theoretical knowledge supports the extension of the field experience (Applegate & Lasley, 1982; Becher & Ade, 1982; Luttrell, Bane & Mason, 1981; Zeichner, 1980).

However, this also poses a dilemma, since expanding the field placement experience increases its influence, and what is learned in the field based experience is not necessarily beneficial. In fact, when the field placement conflicts with the expressed intentions of the training institution, it is the impact of the training institution which is lessened.

Silver (1982) found that students are socialized more toward the practicing norms of the classroom than the theoretical norms of the profession. According to Zeichner (1980), practicing norms are predominantly conservative and rigid.

Early childhood student teachers' preferences and behaviors were found to change in favor of the particular program to which the student was assigned (Cohn, Peters & Willis, 1976), and preservice teachers tended to accept the limits of the observed classroom practice, thus perpetuating, rather than improving, existing practice (Becher & Ade, 1982). Luttrell et al. (1981) questioned whether it is realistic to expect undergraduates to simultaneously observe and weigh the practice of the cooperating teacher, and also attempt to implement practices taught by their college instructors, which frequently contradict their host classrooms.

While there seems to be some contradiction with the data on field based experience, what does emerge is its powerful influence, particularly that of the cooperating teacher as a model for socialization.

Applegate & Lawley (1982), investigating the perceptions of cooperating teachers working with preservice student teachers, developed a scale of forty-eight problem statements. The most significantly problematic statement was "I do not know what the college or university wants as the goals and objectives of my student's field experience" (p. 16). Further discussion of the factors underlying the problem

statements suggest the importance of building a cooperative and congruent partnership where the teacher educator and the cooperating teacher are aware of each others' needs and expectations. The lack of consistent interactive communication seemed to be at the root of many of the concerns expressed.

Yet recent years have found the practitioner in the field with little or no preservice experience. Consequently there has been an upsurge of interest and endorsement of an inservice training effort to develop a more effective teaching force. Inservice refers to 'on the job training' to improve the job-related skills of personnel already employed (Peters, 1981).

Some problems for inservice are similar to those with preservice. According to Perry (1980), most staff development programs are a mis-match to the realities of the teachers' world and do not drastically change a teacher's classroom behavior. Teachers either continue their old style or return to it after limited experimentation. The cooperation and interest of the broader school environment is vital to ensure staff development. Others have also written of the important role of supervisors and administrators in relation to the training program and of the need for a reciprocal relationship of continuing dialogue (Coon, 1974; Davis, 1984).

Some writers describe the threat experienced by practicing teachers, who react defensively to training suggestions (Davis, 1984; Poster & DeMarco, 1979; Wilmhurst, 1984). Suggestions of change undermine confidence and imply an attack or criticism on the teachers' present method of functioning. The task for advisors is to develop a training relationship which is non-threatening and growth promoting.

Katz (1984) cautions against giving advice too early, which may be interpreted as criticism rather than of help. She also suggests that demonstrating or modeling may have a threatening or undermining effect on the insecure teacher. Other writers similarly found that the mere presence of a good model of teacher behavior was not as significant to teacher growth as was consistent feedback and the opportunity for innovation (Becher & Ade, 1982; Willis & Gueldenffenning, 1981).

What emerges in the literature as most helpful to adult teacher growth is a clinical supervisory approach of systematic classroom observation and observation-related conferences (Carrier, 1980; Davis, 1984; Roberts, 1984). This is characterized by an on-going process of pre-observation conferences relating to developing trust and relieving anxiety through joint interpretation of goals and data collecting methods;

the actual observation where descriptive data is gathered; and the post-observation conference, or feedback conference, where the objective data is assessed and strategies for implementing change are devised by the teacher with the assistance of the supervisor. A spirit of commitment by both teachers and supervisors to a professional partnership help promote improvement and growth.

This commitment to collaboration requires open and frequent communication to support decision-making with full participation of all involved. An 'organizational climate' of working together and repecting the perceptions of others seems to be a significant influence on helping mutually satisfying solutions emerge (McNergney, 1980; Shapiro et al, 1984; Verma, 1984).

In summary, the literature acknowledges the greater impact of the workplace than of the training institution on the trainee. It reveals the most critical issue to be the active involvement of all participating individuals, whether in preservice and inservice training. To the participants, this means being in a collaborative relationship of being 'done-with', rather than 'done-to'. The training program needs to establish a process of interactive communication which emphasizes and takes into consideration the concerns and abilities of all participants.

Chapter III

Anticipated Outcomes And Evaluation Instruments

Statement of General Goals

The goals of this practicum were to develop strategies to involve the cooperating group teacher in the inservice training effort of the assistant teacher working in her classroom. A team approach of collaboration would facilitate congruency between the training goals and the classroom practices where the assistant teacher-trainee was working.

Behavioral Expectations

At the completion of a three month period of implementation, the following objectives were assessed:

1. Each cooperating group teacher would attend an initial and/or follow-up orientation session designed to support her needs and concerns. At least one of these sessions would be attended by 80% of the cooperating teachers.

2. The cooperating group teacher would demonstrate familiarity with the goals of the training program, as described in the distributed information packet (see Appendix C). The efforts of the assistant-trainees would be supported by 90% of the cooperating group teachers, as reported by the parties involved.

3. The cooperating group teacher and the assistant-trainee would demonstrate more congruency in their classroom practice; as observed by the advisors and self-reported through interview-questionnaires, with 90% of responses in the positive range.

4. The cooperating group teacher and the assistant-trainee would demonstrate a stronger-team approach to planning, assessing and problem solving as assessed through recorded impressions by the advisors of classroom and conference interactions. Behaviors would be codified and frequencies tallied to indicate increased team interactions. Analyses of selected videotape recordings at the beginning and the end of the implementation period would supplement this assessment.

Evaluation Instruments

The major instrument for measurement of these objectives was the recorded observations of those persons directly participating in this experience.

The advisors carefully recorded observations of behaviors and impressions during field visits and team conferences. This also served to monitor and compare data gathered through other techniques.

A pre- and post questionnaire for the assistant-trainee and a companion pre- and post questionnaire for the cooperating group teacher were utilized at the beginning and the end of the implementation period. These assessed attitudes and inter-actional behaviors from the point of view of the assistant-trainee and the cooperating group teacher. They were distributed by the advisors in the field, and had the element of anonymity. Since fixed alternative questions are easier to tabulate and analyze, they were utilized along with an open-ended opportunity permitting a wider variety of reactions.

A component of this evaluation was the advisor-conducted interview-questionnaires at the end of the implementation period regarding participants' impressions of the value of the team conferences. Advisors also documented impressions of team meetings to keep track of insights and areas of joint inquiry.

In addition, two classrooms were selected for viedo-tape recording of a thirty minute classroom observation and a thirty minute full-team conference. This took place at the beginning and the end of the three month implementation period. These tapes were reviewed for behavioral differences in interaction of adults involved, and the congruity of their apporach to classroom practice. Participant viewing of these tapes further enabled team self-assessment and joint planning.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Solutions

Although the literature addresses different aspects of the vast field of teacher training, none of the resources found dealt specifically with the problem of inservice training of an assistant teacher trainee by an 'outside' teacher educator, when the cooperating group teacher is the responsible person in the classroom. However, it is feasible to extrapolate relevant data from both preservice and inservice literature and extend implications to the solution of this particular problem.

The Enabler Model of inservice training focuses on enabling staff and program leaders to develop their own strengths and solve their own problems. The role of the advisor includes supplying information as needed, serving as a link between all segments of the program, interpreting the program in terms of its own goals, and serving as a source of support, as an occasional demonstrator and as a neutralizer of conflict (Katz, 1977, 1984).

This model stresses sensitivity to the needs of all persons involved in the program, and provides a model for building relationships within the teachers' own agency and community. Application of this model of supervision in a CDA training program has been ably described by Hegland (1984), and reflects the supervisory style of the writer. However, the involvement of other program personnel has been limited to informal interaction with auxiliary classroom staff, or to administrative problem-solving.

Coon (1974) discusses various practicum experiences for pre- and inservice early childhood teachers, and stresses the selection of practicum sites and leaders as a critical component of the training. Criteria and methods for selection included a variety of forms useful for gathering pertinent data, as well as

visitations, observations and interviews by members of the university staff and the community advisory committee.

In the writer's program, selection of sites are within the province of the employing agency. However, selection procedures are fully discussed and important criteria agreed upon. More involvement by the training institution in the selection process would be greatly beneficial.

Other criteria stressed in the study on practicums were the importance of practicum leaders to be 'open' to meaningful change, and their willingness to work in team situations. Coon states, "When the entire staff of a practicum site can be involved in training, the effect will be most striking (pp. 11-12).

Florio (1976) explored the classroom interaction of five and six year olds through the collection and analysis of videotape. In this process, she involved the classroom teacher as a participant observer.

She relates the teacher's initial assumption that 'researchers' criticize the things teachers do wrong and then prescribe 'treatment'. Trust and rapport develop as both view and discuss the tapes together, and the teacher begins to feel herself a relevant member of a team, instead of an object of investigation. A stipend during the second year tangibly demonstrated this team membership role.

Interactions become more congenial as the process of collaboration develops. But the role of change agent is clearly delegated to the person who has power and responsibility to do things in the setting. This approach is attractively relevant, however the availability of time, costs and technology are all key factors in its application.

Brigham (1974) used videotape recording with CDA trainees for self-assessment of teaching competency. A training module provides a rationale for use of video as a way of confronting one's own interactions, as well as specific instructions for utilizing this method of data collecting.

Wilmhurst (1984), a Head Start specialist, addresses the problem of training large numbers of teachers and assistant teachers, with a comprehensive 'training of trainers' approach. She suggests that teachers resist inservice when their present method of functioning is attacked, and stresses the importance of actively involving all participants in a non-threatening atmosphere. Her primary goal is to increase the knowledge, desire and commitment of supervisors in their role. There is relevance in applying this

'training of trainers' approach to the writer's goal of developing a more congruent philosophy for all those working in the same program.

Description of Selected Solutions

Since writers of both pre- and inservice training programs acknowledge the greater impact of the workplace than of the trainer on the trainee, it seems apparent that training without actively involving the entire workplace will have difficulties. To expect the least powerful and responsible person in the classroom to effectively innovate and change practices in a room which is functioning to the satisfaction of the group teacher, seems fatuous.

The solution selected was a collaborative training approach. Previously, collaboration was between the trainee and the advisor in assessing observation data and determining those areas of competency the trainee would work to alter with the support of the advisor.

Proposed was a series of steps which would lead to the inclusion of the cooperating teacher and selected supervisors, as observant participants and colleagues in this process.

Information was shared initially with group teachers so they were aware of the expectations, requirements and procedures of the training project. Continuing opportunities for input and feedback were addressed through specific meetings for group teachers, questionnaires, interviews and participation in the bi-monthly feedback conferences previously held by advisor and trainee.

Videotape recordings were selectively used in the beginning and the end of the implementation period to help assess behavioral change in the team interaction. Participant observation of these tapes were utilized to support the collaborative process of assessing and choosing alternative procedures.

A 'pilot' element of the solution strategy was a component of the 'training of trainers' approach. Five assistant trainees worked with 'acting group teachers', who had previously completed college course work and were now commited to earning their own CDA credential. Assisting them as advisors were the supervising early childhood specialists from their program. The writer served as 'trainer of trainers' to these supervisors, while concurrently acting as team advisor to all four persons involved in the process.

In these situations, both the writer and supervisor were observers in the same room, though focusing on different persons. Post observation conferences involved all four persons, so that perceptions and concerns regarding data could be clarified and decision-making regarding direction and change, could be shared.

Report of Action Taken

In May, a regularly scheduled meeting of the north NJ CDA Community Advisory Board was held at the training college. Ten programs were represented by their directors or education coordinators. The selection process of candidates, classroom sites and cooperating group teachers was discussed. The writer shared her perception of the critical qualities that the cooperating teacher brings to a productive training experience for the trainee.

The proposal of group teacher meetings to augment distributed information was positively endorsed by this group. Several persons suggested a meeting at this time to help clarify the program for those group teachers already selected.

Another suggestion was to select formerly trained CDA graduates, who are now group teachers to work with presently-enrolled CDA trainees. Several directors indicated they would try to implement this idea.

In June, a meeting was held for supervisors and those already identified cooperating group teachers. Five programs were represented. Questions raised and discussed were noted and incorporated into the packet of information distributed in September.

Steps in the procedure to effect the solution strategy follow:

May, 1986	1. Training problems were presented to CDA Advisory Committee, and possible steps for solution were solicited.
June, 1986	2. Meeting scheduled with prospective cooperating group teachers and supervisors to clarify CDA training responsibilities and procedures.

July, 1986	3. Meeting with other advisors to plan required assignments for trainees.
August, 1986	4. Packet of materials for cooperating group teacher describing expectations for trainees, required assignments, procedures and dates of future meetings, planned and produced.
	5. Packet of materials for supervising specialists in 'trainer of trainers' pilot, describing CDA procedures, observation forms, and process recording booklets, planned and produced.
	6.Pre- and post program questionnaires to be filled out by trainees and cooperating group teachers developed.
September, 1986	7. Distributed pre-program questionnaires, anticipating outcomes of training, to trainers.
	8.Distributed pre-program questionnaires, anticipating outcomes of training, to cooperating group teachers.
	9. Began conducting three-way (four-way in the pilot programs) conferences at each field visit.
	10. Selected two sites to video-tape team interaction in classroom and in team conference.
October, 1986	11. Met with supervisors for monthly 'trainer of trainers' meeting.

12. Video-taped team interaction in classroom and in team conference at selected sites.

November, 1986

13. Planned and conducted group meeting with cooperating teachers to assess process and share impressions.

14. Met with other advisors to assess process and share impressions.

15. Mid-point interviews with cooperating teachers at regularly scheduled conference assessed.

16. Mid-point interviews with trainees at regularly scheduled conference assessed.

17. Met with supervisors for monthly 'trainer of trainers' meeting.

December, 1986

18. Post-program questionnaires distributed to analyze outcomes of training.

19. Planned and conducted group meeting with cooperating teachers to assess process and share impressions.

20. Exit interviews with cooperating teachers at regularly scheduled conference assessed.

21. Exit interviews with trainees at regularly scheduled conference assessed.

22.Met with supervisors for monthly 'trainer of trainers' meeting.

January, 1987

23. Video-taped team interaction in classroom and in team conferencing at selected sites.

24. Gathered data from questionnaires.

25. Gathered data from interviews.

26. Gathered data from videotape recordings.

27. Conferenced with other advisors regarding effect of three-way conferences from perception of teacher educator.

28. Conferenced with supervisors regarding effect of 'trainer of trainers' approach.

February, 1987

29. Compiled data to write practicum report.

CHAPTER V

RESULTS, CONCLUSIONS and RECOMMENDATIONS

Results

Strategies selected to involve the cooperating group teacher in the inservice training of the assistant teacher trainee working in her classroom, proved to be effective in facilitating more collaboration and congruency between the goals of the training program and the classroom practice.

First, the suggestion of the Advisory Committee to select formerly trained CDA graduates who are now group teachers to work with presently enrolled trainees, was implemented in eight training situations. This represented 29% of all cooperating group teachers, and contributed to an initial congruency in the training of those particular assistant teachers. The target population included twenty-three cooperating teachers and twenty-eight trainees, with five trainees serving as acting teachers in their classrooms.

Secondly, Cooperating Group Teacher meetings were instituted with an orientation session held prior to the training, one meeting scheduled approximately four weeks after training began, and another meeting six weeks later.

The first meeting helped focus the questions and concerns of the cooperating teachers in the field, and contributed to the development of an information packet which was later distributed to all cooperating group teachers. The disbursement of this packet of specific clarifying training information to all cooperating group teachers, was another strategy instituted this year.

The second meeting attempted to clarify the CDA Advisor's field supervision role. A video-tape segment of an observation of a former trainee, followed by a segment of the follow-up conference, were

utilized. All forms used by the training staff were also shared.

The third meeting employed audio casettes to record small group responses to the following questions; "How did you feel about the CDA Advisor coming into your classroom every two weeks?" "What did you notice happening with your assistant teacher after each training contact?" Expressed concerns, anxieties, criticisms and suggestions were later shared with the larger group. The training team was also able to more fully appreciate these expressions through listening back to the tapes.

Five cooperating group teachers attended the first meeting, ten attended the second and eight the third. Since five attended two meetings, a total of eighteen , or 79% of the target group, attended at least one session. This is a close approximation of the objective to involve 80% of cooperating group teachers in at least one meeting.

It was of interest that at their Director's suggestion, two additional cooperating teachers of carry-over trainees came to the third meeting. This had never been discussed nor conceptualized, and indicated administrative assessment of the value and support of this aspect of the training effort.

Another strategy initiated to facilitiate congruency was the 3-way feed-back conference following the field observation. Comments by trainees and advisors indicated this training strategy was particularly effective in gaining support and cooperation of the cooperating teacher for the efforts of the trainee. However, it was also reported that finding time for all three parties to participate in a conference was very difficult. A questionnaire to evaluate the 3-way conference was distributed (see Appendix D). Twenty-six students, 15 cooperating teachers and 4 advisors responded. The following results for the candidates, cooperating teachers and advisors are reported in actual numbers and in percentages.

Table 3. Participation in 3-way Conferences by All Parties

The number of 3-way conferences I participated in was	Candidate	Cooperating Teacher	Advisor
0	(3) 12%	(1) 6.5%	-
1-2	(13) 50%	(7) 47%	(3) 75%
3-4	(6) 23%	(6) 40%	-
5 or more	(4) 15%	(1) 6.5%	(1) 25%

As indicated above, the majority of persons in all categories was only able to participate in a 3-way conference one or two times. However, in this three month implementation period, there were approximately five or six field observation opportunities, indicating this strategy was not utilized to its maximum potential.

Table 4. Responses to the 3-way Conference Questionnaire

	Candidate	Cooperating Teacher	Advisor
1. Arranging time for the 3-way conference was:			
Easy	(11) 42%	(4) 27%	-
Possible	(7) 27%	(7) 46%	(3) 75%
Difficult	(7) 27%	(4) 27%	(1) 25%
NA	(1) 4%	-	-
2. The 3-way conference:			
Increased understanding	(20) 77%	(13) 87%	(3) 75%
Made no difference	(4) 15%	(1) 6.5%	(1) 25%
Created problems			
NA	(2) 8%	(1) 6.5%	-
3. The 3-way conference made me feel:			
More confident	(21) 80%	(12) 80.5%	(2) 50%
No different	(2) 8%	(1) 6.5%	(1) 25%
Less confident	(1) 4%	(1) 6.5%	-
NA	(2) 8%	(1) 6.5%	(1) 25%
4. Classroom collaboration after a 3-way conference:			
Increased	(16) 61%	(12) 80.5%	(2) 50%
Remained the same	(8) 31%	(1) 6.5%	-
Decreased			
NA	(2) 8%	(2) 13%	(2) 50%
5. The 3-way conference is:			
Valuable	(24) 92 %	(14) 93.5%	(4) 100%
Irrelevant			
Of no value	(1) 4%	-	-
NA	(1) 4%	-	-

It would appear that this was not an easy strategy to implement, although most parties felt it was possible. Obviously, in some classrooms it was very difficult, either due to genuine problems with classroom coverage or a minimal commitment to this time-consuming strategy. A high percentage, 61% to 87%, of all parties involved did report increased understanding, confidence and collaboration as a result of the 3-way conference. This figure did not reach the 90% goal for trainee-support and demonstrated congruency in classroom. However, over 90% of all parties involved found this strategy to be valuable.

To further assess whether increased congruency in classroom practice occurred following implementation, a pre- and post- questionnaire (see Appendix E) were distributed to both the trainees and the cooperating group teachers involved.

The pre-questionnaire asked the respondent to anticipate results, and the post-questionnaire asked them to report on the results. Twenty-eight trainees responded to the pre-questionnaire, and twenty-five responded to the post-questionnaire. Fourteen cooperating teachers responded to the pre-questionnaire, and seventeen responded to the post-questionnaire. The following results are reported in actual numbers and percentages.

Table 5. Source of Training Information

	Pre-Tr.	Post-Tr.	Pre-CoT.	Post-CoT.
1.In what ways were the training needs discovered?				
a.CDA Trainer/Advisor	(19) 58%	(8) 26%	(9) 47%	(7) 33%
b.Program Ed.Coordinator	(11) 33%	(5) 16%	(3) 16%	(4) 19%
c.CDA Candidate	(3) 9%	(17) 55%	(7) 37%	(10) 48%
d. other	-	(1) 3%	-	-

It is interesting that it was anticipated that information regarding training needs would be transmitted by the training staff, and that the reality was that the trainee herself was the source of training-needs information. This finding seems to support the goal of facilitating increased collaboration between the trainee and the cooperating teacher.

Table 6. Changes in Classroom Interaction

	Pre-Tr.	Post-Tr.	Pre-CoT.	Post-CoT.
2.In what ways did your classroom responsibilities change due to CDA training?				
a.I took more responsibility.	(24) 89%	(21) 84%	(6) 43%	(3) 19%
b.I took the same	(3) 11%	(3) 12%	(4) 29%	(8) 50%
c.I took less responsibility.	-	(1) 4%	(3) 21%	(5) 32%
d.other	-	-	(1) 7%	-
3.In what ways was classroom practice changed?				
a.Greatly changed	(11) 39%	(12) 48%	(3) 25%	(2) 12.5%
b.Slightly changed	(15) 54%	(13) 52%	(8) 67%	(12) 75%
c.No change	(2) 7%	-	(1) 8%	(2) 12.5%
4.In what ways was your professional relationship affected by CDA training?				
a.For the better	(25) 93%	(16) 70%	(13) 93%	(15) 89%
b.For the worse	(1) 3.5%	(2) 8%	-	-
c.The same	(1) 3.5%	(5) 22%	(1) 7%	(2) 11%
5.In what ways did training affect cooperative decision making?				
a.More evenly shared	(21) 78%	(20) 80%	(13) 87%	(14) 87%
b.Candidate makes most decisions	(4) 15%	(3) 12%	(1) 6.5%	(1) 6.5%
c.Group teacher makes most decisions	(2) 7%	(2) 8%	(1) 6.5%	(1) 6.5%

The trainee anticipated taking more responsiblity and found that indeed she did. The cooperating teacher also anticipated taking more responsibility, perhaps due to anticipating supervision of the trainee. However, here there was an increase in the number who took the same or less responsibility in actual classroom practice, implying there was less additional work than anticipated, and/or more joint responsibility of the two parties involved.

It is interesting to note that more trainees assessed the program as greatly changed, while more cooperating teachers assessed the changes as slight. Since most of the changes would be initiated through training, the trainee might be more conscious of any changes. It also seems reasonable to assume the

cooperating teacher might perceive 'great' changes as a negative reflection of her existing program and more readily acknowledge 'slight' changes.

All parties anticipated a better professional relationship prior to the training effort, and this did remain high following training. An increased number reported the relationship remained the same. This might imply an initial positive relationship, which continued unchanged.

All parties reported more collaboration resulting from the training effort, although the 80% to 87% reporting this did not reach the 90% projected objective.

In order to include the Advisors' assessment of classroom and conference interaction which would indicate the strength of the team collaboration, an Advisor Observation Questionnaire was utilized (see Appendix F). Advisors were asked to record, at the midpoint and endpoint of implementation, their impressions of team interaction. Impressions were recorded by numerals 1 through 6; with 1 & 2 indicating a negative interaction, 3 & 4 indicating a neutral or moderate interaction, and 5 & 6 indicating a positive interaction. Fifteen questionnaires were returned with the following data.

Table 7. Advisor Impressions of Team Collaborative Interaction

	Negative	Neutral	Positive
1. Both adults engage with children.			
Midpoint	3	7	5
Endpoint	-	4	11
2.Children engage with both adults.			
Midpoint	3	5	7
Endpoint	-	5	10
3.Evidence of joint planning.			
Midpoint	5	9	2
Endpoint	1	6	7
4.Adults communicate during observation.			
Midpoint	3	9	3
Endpoint	1	6	7

	Negative	Neutral	Positive
5.Team members interact during 3-way conference.			
Midpoint	2	6	2
Endpoint	-	2	8
6.Team members plan during conference.			
Midpoint	3	5	2
Endpoint	-	6	4

With all interactions there were clear increases in positive interactions from the mid-point to the end-point of implementation. Advisors further reported that by midpoint, there was already some increase in interaction since the onset of the implementation period. For many this was maintained at a steady level. For others, there was dramatic increase. For a few, there was little or poor interaction throughout. For none was there any backsliding in the teaming relationship during this implementation period.

Interview comments with trainees include "The more my cooperating teacher understood the program, the more she began to help me.", and "On the day of my observation, the cooperating teacher let me do the planning, and we exchanged roles. I liked that.", and "It was easier when the cooperating teacher knew what my advisor expected."

Comments from cooperating teachers include "At first, I was intimated by the advisor sitting and observing. You feel like your're being criticized.", and "The 3-way conferences help establish a trust-level.", and "I had a hard time giving up my role, but I want to give my assistant a chance.", and "Sometimes my assistant came on too strong, she wants to do too much."

Comments from the advisors include "The 3-way conference was not the easiest to achieve, but it was probably the most profitable.", and "The 3-way conference was enlightening; a good perspective to what was going on in the room."

Two classrooms selected for videotape recording of a classroom observation and a 3-way conference, at the beginning and end of the three-month implementation period, were reviewed for behavioral differences in the interactions of the adults and the congruity of their approach to classroom

practice. Each observation was approximately 30 minutes long, and each conference was approximately 20 minutes long.

Table 8. Classroom Behaviors and Tallied Frequency

Class #1:Observation	Beginning	End
Cooperating Teacher seeks out children:		
Maintenance	1	3
Affect	-	-
Cognitive	1	3
Cooperating teacher seeks out assistant:		
Maintenance	2	2
Affect	-	-
Cognitive	-	-
Assistant-trainee seeks out children:		
Maintenance	2	2
Affect	6	10
Cognitive	18	23
Assistant-trainee seeks out cooperating teacher:		
Maintenance	-	-
Affect	-	-
Cognitive	-	-
Class #2: Observation	**Beginning**	**End**
Cooperating teacher seeks out children		
Maintenance	10	5
Affect	-	3
Cognitive	5	5
Cooperating teacher seeks out assistant		
Maintenance	2	1
Affect	-	1
Cognitive	1	-
Assistant-trainee seeks out children		
Maintenance	7	2
Affect	13	5
Cognitive	8	5
Assistant-trainee seeks out cooperating teacher		
Maintenance	1	-
Affect	-	-
Cognitive	-	-

There was only a slightly increased involvement of the cooperating teacher in room #1 from the beginning to the end of the implementation period. And it is of concern that there was no evidence of affect at all. The assistant-trainee increased her already active engagement with the children.

In room #2, the cooperating group teacher primarily managed or directed the children. Her activity in the room does contribute to an enriched environment, however the warmth and caring comes from the assistant-trainee. There was a decided shift to a more congruent approach following implementation. Interestingly, the assistant-trainee showed fewer seeking out behaviors at the endpoint. However, an analysis of the video-tape indicates more in-depth involvement with fewer brief contacts.

Table 9. Conference Behaviors and Tallied Frequency

Class #1: Conference	Beginning	End
Body position:		
Turns to side/no eye contact	Primary	-
Faces one another/eye contact	2	Primary
Interaction:		
Speaks to one another	2	5
Smiles at one another	2	5
Context:		
Cooperating teacher initiates ideas/comments	4	7
Assistant-Trainee initiates ideas/comments	9	10
Class #2: Conference	**Beginning**	**End**
Body position		
Turns to side/no eye contact	Primary	-
Faces one another/eye contact	6	Primary
Interaction		
Speaks to one another	2	12
Smiles at one another	1	9
Context		
Cooperating teacher initiates ideas/comments	20	32
Assistant-trainee initiates ideas/comments	8	14

The positioning of the participants in room #1 changed dramatically from the initial to the final conference. In the beginning, the two teachers sat next to one another facing the advisor, with very little interaction. At the end, there was a slightly increased interaction with the cooperating

teacher participating somewhat more. In this room, the cooperating group teacher seemed satisfied to have the trainee remain the active member of the team while she primarily administered the program.

In the room #2 conference the positioning of the participants also changed dramatically. From an initial sitting next to one another facing the advisor, the two teachers sat facing one another with the advisor sitting to the side. Since this shift in positioning occured spontaneously in both classrooms, it implies some intuitive change in the receptivity to eye contact of the team members. In this second classroom, the teachers' verbal exchanges increased quite a bit, with the cooperating teacher opening up to the trainee and advisor; saying "That's me...It's coming straight from the heart. Then I'm finished with it." In this classroom, the teachers were talking more to one another and demonstrating a more harmonious teaming effort.

These video-tapes and behavioral checklists were given to a professional colleague to review and complete an independent frequency-count recording. However, that observer prefered to do a more qualitative analysis, and through continuous observation, attempted to look at the total situation. Her comments on the 'beginning' tapes were:

1. The assistant-trainee interacts more frequently with children, showing the greater affect.

2. The cooperating teacher manages the classroom, maintaining order through arranging and placing materials, and directing children.

3. The conference seating arrangement contributes to lack of body positioning or eye contact between cooperating teacher and assistant-trainee.

Comments on the 'end' tape were:

1. Assistant-trainees continue to interact more affectively with children.

2. Cooperating teacher interacts with children and assistant-trainees with increased affect in one room, but not in the other.

3. Body language quite different in these conferences. Both teachers face each other and are more connected and involved in the conferencing.

4. One cooperating teacher verbally more open, sharing ideas and feelings. A marked difference in willlingness to be involved.

It does appear, quantitatively and qualitatively, that two observers of the selected video-tapes agreed a change in both classroom and conference interaction occured between the beginning video and the end video-tapes. This change is clearly in the direction of more interaction with classroom activities and children as well as more togetherness between the adults. This implies increased pre-planning and seems supported by the increased verbal interaction during the post-observation conference.

This also supports other findings when assessing the effectiveness of the employed strategies. Other insights gained through the use of this evaluative tool are discussed later in this report.

The pilot 'training of trainers' element of this implementation was carried out with five supervisors. They were training five cooperating group teachers working in the same classroom as the assistant teacher trainees. The approach here was to implement all the planned solution strategies within this particular training situation.

Four lunch time meetings with the supervisors were held; the first an Orientation session at the onset of the implementation period, and then one per month dealing with Supervision, Observation, and Anecdotal recording. In addition, the trainer's schedule of field visits for six weeks was mailed on two occasions to the supervisors, urging a four-way conference once a month. This enabled them to choose between two dates, since the trainer was in the field twice a month. This aspect was focused on the feed-back conference as a vehicle for facilitating team-congruence.

At the final meeting, a questionnaire was distributed (see Appendix G).

Table 10. Results of 'Trainer of Trainers' Questionnaire

Number of meetings attended	( ) 0	( ) 1	( ) 2	(2) 3	(3) 4
Number of 4-way conferences	(2) 0	(2) 1	( ) 2	( ) 3	(1) 4

	very helpful	moderately helpful	not helpful
1.Overall, the meetings were	4	1	-
2.Supervison discussion/article	4	1	-
3.Video-tape observation session	3	1	-
4.Advisor Report/recording session	4	-	-
5.4-way conference	3	-	-

The supervisor with four field conferences rated all five items 'very helpful', as did one supervisor with 0 field conferences and one supervisor with one. However, to the trainer, the joint field conference following a joint observation was the most valuable aspect of the training experience, and the response to this portion of the training plan was disappointing. These conferences supported the transfer of academic theory into practice, as well as facilitating the demonstration of supervisory skills in developing a stronger classroom-team approach.

The advisor felt the supervisor who participated in four four-way conferences benefitted the most. It is of interest to note that the cooperating group teacher this supervisor trained was the only one in this group who successfully completed the application for assessment for her CDA credential.

Conclusions

From all the gathered data, it appears clear that increased involvement of the cooperating group teacher fostered support for the assistant teacher and greater collaboration and congruity in classroom practice.

In fact, this year's training program had been shortened from a two-year to a one-year training cycle. There was concern that this would lessen the training's effectiveness and its percentage of successfully assessed trainees. However, a current status evaluation indicates at minimum a similar level of effectiveness and successfully credentialed trainees this year as last year. Among the various possible explanations for this, it seems reasonable to attribute some credit to the increased involvement of the cooperating group teacher in this year's training effort.

It also seems obvious that finding time for this level of involvement is not easy and requires a strong commitment and priority on the part of the cooperating group teacher. It seemed appropriate to consider possibilities for the addition of some extrinsic motivation to whatever intrinsic value already exists.

One obvious possibility appeared to be some sort of cooperating teacher remuneration or stipend, as is a frequent practice in traditional student field experience. However, this would require additional funds, and the level of funding did not appear to be increased for the coming year. Another traditional possibility was some form of tuition or college-course compensation.

Upon discussion of this with the college personnel involved, a plan evolved to offer a tuition-waived one-credit course in Supervision in a Child Care Setting to all cooperating group teachers. The required five sessions would be divided into two/three three meetings at the college to present the academic theory, and two/three comparable-time conferences in the field to implement the theory into practice. This plan was presented to the CDA Advisory Committee, received most positively and incorporated into next year's proposal. It will be important to assess the impact of this implementation following next year's training.

Another important insight to apply to future training emerges from the use of video-tape in observing classroom practice and follow-up conferencing. The procedure in the classroom was to video-tape for approximately 30 minutes, and then to provide time for the cooperating teacher and assistant-trainee to view the taped session. Suggestions posed for viewing were open-ended, relating to observing their interaction with the children and with one another. The participants commented more on the behaviors among children than on their own interactions. A more explicit form to use when viewing the video-tape might have sharpened self-perceptions and insights.

After their viewing, the conference of approximately 30 minutes was also taped, but not viewed by the team. Since neither site had video facilities, the advisor brought all video equipment to the site and was not able to leave it there for more intensive self-study. Video copies are now being made for all participants, but earlier accessibility might have enabled more leisurely self-viewing and analysis.

However, the video exposes more than pre-planned, and can be a powerful tool for unanticipated analysis and future study. There seems to be a clear relationship between the positioning of the three participants during the conference, and their subsequent interaction. The first conference encouraged more direct talk to the advisor, rather than between the two team-teachers. In the second conference, the two team-teachers are facing one another, laughing and bending toward each other in expanded verbal interaction. Whether this is the result of a stronger team relationship, or a facilitation of the interactive process, is less clear. This raises the issue of developing ways to re-structure the talk and interaction in order to help practitioners become more helpful to one another.

The writer-advisor also found that she did a disproportionate amount of talking in the follow-up conference. What training would be helpful to advisors in facilitating the relationships which enable more congruence to occur? More help may be needed with the language for talking about participant teaming in order to become more critical and specific in saying what each needs from the other, and how they could have helped one another.

In summary, the strategies implemented clearly contributed to the increased support for the trainee and to the improved congruity in classroom practice. There are implications that more supervisory orientation for both the advisor and the cooperating group teacher would help them be more effective in carrying out their tasks. By planning the further involvement of cooperating group teachers, and developing innovative ways of facilitating teaming, an even more congruent and consistent relationship among members of the triad might follow.

Dissemination

A description of this training model with an analysis of the problems as well as strategies for solution, appeared in the college department's Life Skills News (see Appendix H). A follow-up article, reporting the results and conclusions, is being formulated.

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APPENDIX A

PROBLEM DOCUMENTATION QUESTIONNAIRE: ASSISTANT TRAINEE

STUDENT QUESTIONNAIRE

Please take a few minutes of your time to complete the following questionairre. Your feedback will be most helpful in planing for the coming year.

1. Who initiated your participation in the CDA Training program?
   Self_____ Cooperating Teacher _____ Supervisor _____ Colleague _____
   Other _____

2. Did you take on more responsibilities in the classroom due to CDA training?
   Yes _____ No _____ Example:_____

3. Were you given more responsibilities in the classroom due to CDA training?
   Yes _____ No _____ Example:_____

4. Did you attempt to change procedures in your classroom due to CDA training?
   Yes _____ No _____ Example:_____

5. What was the attitude of the Cooperating Teacher/Supervisor to attempted implementation of change?
   Supportive _____ Not helpful _____ Resistant _____
   Explain: _____

6. Has the relationship between you and the Cooperative Teacher/Supervisor changed as a result of your participation in CDA?
   Yes, for the better _____ Yes, for the worst _____ No _____
   Explain: _____

7. Has your participation in CDA training created any stress/frustration for you?
   Yes _____ No _____ Example: _____

8. Did you find your CDA training
   similar to the practice in your classroom? _____
   in conflict with the practice in your classroom? _____
   Example: _____

9. Do you think it would be helpful to involve your Cooperating Teacher/ Supervisor more fully in the CLA training program?

   Yes _____ No _____

10. What support would you have wanted in your attempts to implement aspects of your training?

Signature Optional _____

APPENDIX B

PROBLEM DOCUMENTATION QUESTIONNAIRE: COOPERATING GROUP TEACHER

Please take a few minutes of your time to complete the following questionairre. Your feedback will be most helpful in planing for the coming year.

1. Were you involved in the decision of the CDA candidate to participate in the CDA training program?
   Yes _____ No _____ Comment: _____

2. Did the CDA candidate take on more responsibilities in the classroom as a result of the CDA training?
   Yes _____ No _____ Comment: _____

3. Did you give the CDA candidate more responsibilities in the classroom as a result of the CDA training?
   Yes _____ No _____ Comment: _____

4. Did the CDA candidate attempt to change procedures in the classroom due to CDA training?
   Yes _____ No _____ Comment: _____

5. How did you feel about the CDA candidate attempting to implement change in the classroom?
   Pleased _____ Indifferent _____ Annoyed _____
   Comment: _____

6. Has the relationship between you and the CDA candidate changed as a result of her participation in the CDA training?
   Yes, for the better _____ Yes, for the worst _____ No _____
   Comment: _____

7. Has the CDA candidate's participation in CDA training created any stress/frustration for you?
   Yes _____ No _____ Comment: _____

8. Did you find the CDA training

similar to the practice in your classroom? _____

in conflict with the practice in your classroom? _____

Comment:_____

9. Do you think it would be helpful if you were more involved in the CDA training?

Yes _____ No _____ Comment:_____

10. What would help you support the CDA candidate in integrating the CDA training with classroom practice?

Please check: Cooperating Teacher _____ Supervisor _____

Signature Optional _____

Montclair State College
UPPER MONTCLAIR NJ 07043

Dear Cooperating Group Teacher;

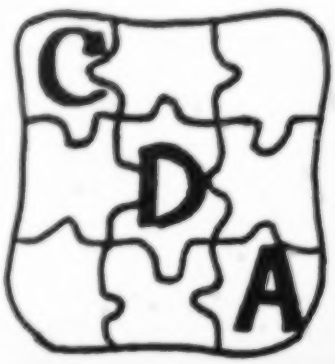
Welcome to our exciting CDA training venture, and Thank You for your participation and cooperation. Your assistant teacher has been identified as demonstrating potential for group teacher, and benefiting from this training. Hopefully, you have been a part of the process.

Enclosed please find the following information to help you become familiar with the training program.

1. The list of CDA competencies toward which the candidate will work to demonstrate her skills.
2. The list of college courses and course assignments with which the candidate will be involved. Each course and assignment has been correlated with CDA competencies to facilitate their acquisition.

In order to fulfill MSC obligations, the CDA candidate will be released from the Center once a week for a three hour seminar, which will be held in various locations in the field. We will ask the candidate to take responsibility to arrange for adequate classroom coverage, as well as her own transportation to and from these seminars.

Also, the candidate will need to plan and implement activities in the classroom which will be observed by the field advisor, who will visit approximately every two weeks. We ask the cooperating group teacher to "exchange roles"; that is, the assistant acts as teacher and the teacher becomes assistant, on the day of our observation. This will help the candidate practice and implement her learnings.



LIFE SKILLS CENTER

After each observation, a feed-back conference between the candidate and advisor will take place (during mealtime, resttime or with supportive coverage) where assignments, strategies and practice will be discussed.

We invite you to participate in part of this conference, to increase communication and team planning in your program. You, the candidate and the advisor can plan how to implement this during the first field visit. All visits are pre-arranged and the candidate will know in advance the date and focus of the observation. Also, feel free to enlist the assistance of the advisor in any area of your classroom concern or need.

We have also planned periodic seminars for all cooperating group teachers, to enable all of us to more fully cooperate in the training. The following dates have been planned at MSC.

September

November

Please try to attend and share your questions and suggestions. Looking forward to a fruitful partnership.

Sincerely,

Rosalyn Lenhoff
Northern N.J. CDA Training Project Director/Advisor

The Child Development Associate or CDA is a person who is able to meet the specific needs of children and who, with parents and other adults, works to nurture children's physical, social, emotional and intellectual growth in a child development framework. The CDA conducts herself or himself in an ethical manner.

I. TO ESTABLISH AND MAINTAIN A SAFE, HEALTHY, LEARNING ENVIRONMENT

Safe: Candidate helps to provide a safe environment to prevent and reduce injuries.

Healthy: Candidate promotes good health and nutrition and provides an environment that contributes to the prevention of illness.

Learning Environment: Candidate uses space, relationships, materials and routines as resources for constructing an interesting, secure, and enjoyable environment that encourages play, exploration and learning.

II. TO ADVANCE PHYSICAL AND INTELLECTUAL COMPETENCE

Physical: Candidate provides a variety of equipment, activities and opportunities to promote the physical development of children.

Cognitive: Candidate provides activities and opportunities that encourage curiosity, exploration and problem-solving appropriate to the developmental levels and learning styles of children.

Communication: Candidate actively communicates with children and provides opportunities and support for children to understand, acquire and use verbal and nonverbal means of communicating thoughts and feelings.

Creative: Candidate provides opportunities that stimulate children to play with sound, rhythm, language, materials, space, ideas in their own individual ways and to express their creative abilities.

III. TO SUPPORT SOCIAL AND EMOTIONAL DEVELOPMENT AND PROVIDE POSITIVE GUIDANCE AND DISCIPLINE

Self: Candidate provides physical and emotional security for each child and helps each child to know, accept and take pride in herself or himself and to develop a sense of independence.

Social: Candidate helps each child feel accepted in the group, helps children learn to communicate and get along with others and encourages feelings of empathy and mutual respect among children and adults.

Guidance: Candidate provides a supportive environment in which children can begin to learn and practice behaviors which are appropriate and acceptable as individuals and as a group.

IV. TO ESTABLISH POSITIVE AND PRODUCTIVE RELATIONSHIPS WITH FAMILIES

Families: Candidate maintains an open, friendly, and cooperative relationship with each child's family, encourages their involvement in the program, and supports the child's relationship with his or her family.

V. TO ENSURE A WELL-RUN, PURPOSEFUL PROGRAM RESPONSIVE TO PARTICIPANT NEEDS

Program Management: Candidate is a manager who uses all available resources to ensure an effective operation. The Candidate is a competent organizer, planner, recordkeeper, communicator, and a cooperative co-worker.

VI. TO MAINTAIN A COMMITMENT TO PROFESSIONALISM

Professionalism: Candidate makes decisions based on knowledge of early childhood theories and practices, promotes quality in child development programs, and takes advantage of opportunities to improve competence, both for professional growth and for the benefit of children and families.

*To be implemented in the future.

COURSE SELECTIONS FOR CDA TRAINING PROGRAM

1986 - 87

Fall 1986

1305:214	Child Development I	3 Credits
1305:0319	Language & Literature	3 Credits
1305:0416	Creative Experiences I: Expressive Media	3 Credits
		9 Credits

Spring 1987

1305:0413	Creative Experience II: Cognitive	3 Credits
1305:0418	Strategies for Working with Parents	3 Credits
1305:0318	Program Planning in Early Childhood	3 Credits
		9 Credits

Comments

Child Development I: 1305:214

1) a. A series of observations of 1 child (to be handed into Advisor weekly)

b. Summary - of the observations Due November 15

2) Plan and implement 3 curricula experiences for your child case-study. These should be an outgrowth/result of your observations and summary. Be sure to include activities related to
a) Physical Development
b) Social/Emotional Development Due December 15

Language & Literature: 1305:0319

1) Plan and implement an activity to be observed by Advisor, which will foster children's language development. Write explanation for Portfolio and include evidence.

Due by October 15

2) Develop a literature program. Document 20 outstanding children's books on index cards or create a 'Big Book' using criteria discussed in class. Write explanation of why literature is important for your children's growth.

Due by November 15

3) Plan and implement an activity or learning center, to be observed by Advisor, which fosters the beginning of the Reading & Writing Process. Write explanation and include evidence.

Due by December 15

Creative Experience In E.C.: 1305:0416

1) Choose 2 areas in the classroom - (Blocks/HK/ Art/Music). Plan/develop/implement a group of experiences which you will offer to your class for their participation. Each will be written up as a Portfolio entry

Due October 1, and November 1

2) Write a letter to the parents of the children in your class (which would be suitable for inclusion in a brochure or a newsletter), describing the importance of creative play in your program.

Due December 1

APPENDIX D

3-WAY CONFERENCE QUESTIONNAIRE

52

Evalution of 3-way Conferences

Please check your role in the 3-way conference

( ) CDA candidate ( ) Cooperating Teacher ( ) Advisor

The number of 3-way conferences I participated in was

( ) 0 ( ) 1-2 ( ) 3-4 ( ) 5 or more

1. Arranging time for the 3-way conference was

( )	( )	( )
Easy	Possible	Difficult

2. The 3-way conferences

( )	( )	( )
Increased understanding	Made no difference	Created problems

3. The 3-way conferences made me feel

( )	( )	( )
More confident	No different	Annoyed

4 Classroom collaboration after a 3-way conference

( )	( )	( )
Increased	Remained the same	Became strained

5 The 3-way conference is

( )	( )	( )
Valuable	Irrelevant	Of no value

6 Please note additional comments on back

APPENDIX E

PRE- AND POST-IMPLEMENTATION QUESTIONNAIRES

STUDENT QUESTIONNAIRE 54

1. In what ways do you think your Cooperating Teacher can find out more about your training needs?

   a) CDA Trainer ____
   b) Prog. Ed. Coordinator ____
   c) CDA candidate ____
   d) Other:

2. In what ways do you anticipate your classroom responsibilities changing due to CDA Training?

   a) Taking more responsibilities ____
   b) The very same as now ____
   c) Even less ____
   d) Other:

3. In what ways do you anticipate changing your classroom practice?

   a) Greatly changed practice ____
   b) Slightly changed practice ____
   c) No change in practice ____
   d) Other:

4. In what ways do you think your professional relationship with your Cooperating Teacher will be affected by your CDA Training?

   a) For the better ____
   b) For the worse ____
   c) The same ____
   d) Other:

5. In what ways do you think this training will effect cooperative decision making in your classrooms?

   a) Decision making will be evenly shared ____
   b) Candidate will do most decision making ____
   c) Group Teacher will make most decisions unilaterally ____
   d) Other:

1. In what ways did your Cooperating Teacher find out about your training needs?

   a) CDA Trainer ____
   b) Program Education Coordinator ____
   c) CDA candidate ____
   d) Other: ____

2. In what ways did your classroom responsibilities change due to CDA Training?

   a) Taking more responsibilities ____
   b) The very same as now ____
   c) Even less ____
   d) Other: ____

3. In what ways did you change your classroom practice?

   a) Greatly changed practice ____
   b) Slightly changed practice ____
   c) No change in practice ____
   d) Other: ____

4. In what ways was your professional relationship with your Cooperating Teacher affected by your CDA Training?

   a) For the better ____
   b) For the worse ____
   c) The same ____
   d) Other: ____

5. In what ways did this training effect cooperative decision making in your classrooms?

   a) Decision making will be evenly shared ____
   b) Candidate will do most decision making ____
   c) Group Teacher will make most decisions unilaterally ____
   d) Other: ____

COOPERATING/GROUP TEACHER QUESTIONNAIRE

1. In what ways do you think you can find out more about your assistant teacher's CDA training needs?

   a) CDA Trainer ____
   b) Prog. Ed. Coordinator ____
   c) CDA candidate ____
   d) Other:

2. In what ways do you anticipate your classroom responsibilities changing due to CDA Training of your assistant teacher?

   a) Taking more responsibility ____
   b) The very same as now ____
   c) Taking less responsibility ____
   d) Other:

3. In what ways do you anticipate changing your classroom practice?

   a) Greatly changed practice ____
   b) Slightly changed practice ____
   c) No change in practice ____
   d) Other:

4. In what ways do you think your professional relationship with your assistant teacher will be affected by her CDA Training?

   a) For the better ____
   b) For the worse ____
   c) The same ____
   d) Other:

5. In what ways do you think this CDA training will affect cooperative decision making in your classroom?

   a) Decision making will be evenly shared ____
   b) Candidate will do most decision making ____
   c) Group Teacher will make most decisions ____
   d) Other:

COOPERATING/GROUP TEACHER QUESTIONNAIRE

1. In what ways did you find out about your assistant teacher's CDA training needs?

   a) CDA Trainer ____
   b) Prog. Ed. Coordinator ____
   c) CDA candidate ____
   d) Other comment:

2. In what ways did your classroom responsibilities change due to CDA Training of your assistant teacher?

   a) I took more responsibility ____
   b) I took the same as now ____
   c) I took less responsibility ____
   d) Other comment:

3. In what ways did you change your classroom practice?

   a) Greatly changed practice ____
   b) Slightly changed practice ____
   c) No change in practice ____
   d) Other comment:

4. In what ways was your professional relationship with your assistant teacher affected by her CDA Training?

   a) For the better ____
   b) For the worse ____
   c) The same ____
   d) Other comment:

5. In what ways did this CDA training affect cooperative decision-making in your classroom?

   a) Decision making was more evenly shared ____
   b) Candidate did make most decisions ____
   c) Group Teacher made most decisions ____
   d) Other comment:

6. Did you attend Cooperative Teachers' meetings?

a) Did not attend any ____
b) Attended 1 meeting ____
c) Attended 2 meetings ____
d) Comments:

7. Did you participate in 3-way conference?

a) Did not participate in any ____
b) Participated in 1-2 ____
c) Participated in more than 2 ____
d) Comments:

Advisor Observation Questionnaire

Behaviors indicating team-interaction:

1 2 3 4 5 6

Negative. . . . . Neutral . . . . . .Positive

Mid-(Nov.) Exit-(Jan.)

1. Both adults engage with children in the classroom.

2. Children engage with both adults in the classroom.

3. Evidence of joint planning, with both adults participating in some pre-determined activities.

4. Adults communicate with one another during observation, e.g. talking/ smiling/ gesturing/ etc.

5. Team members interact during 3-way conference following observation.

6. Team members bring up topics during conference about their planning and working together.

APPENDIX G

'TRAINER OF TRAINERS' QUESTIONNAIRE

Questionnaire for Supervisor/Advisor in "Pilot" Group

Please check:

Number of meetings with CDA Project Director attended

( ) 0 ( ) 1 ( ) 2 ( ) 3 ( ) 4

Number of 4-way conferences held in the field

( ) 0 ( ) 1 ( ) 2 ( ) 3 ( ) 4

1. Overall, the meetings were

( ) very helpful ( ) moderately helpful ( ) not helpful

2. The discussion and article on 'Supervision' was

( ) very helpful ( ) moderately helpful ( ) not helpful

3. The 'video-tape and anecdotal record' session was

( ) very helpful ( ) moderately helpful ( ) not helpful

4. The 'Advisor Report form' session was

( ) very helpful ( ) moderately helpful ( ) not helpful

5. The 4-way conference was

( ) very helpful ( ) moderately helpful ( ) not helpful

6. Please note additional comments on back.

LIFE SKILLS NEWS

DEPARTMENT OF HOME ECONOMICS

Montclair State College

Winter 1987

From the Editor:

Environments influence feelings, thoughts and actions. This issue of the LSN presents information on the impact environments have on the individual in different life situations. The teaching/learning environment affects the training of teachers as well as the educational development of students; the aesthetics of the home reflect what families consider to be important and correspond with family values; and the living environment can effect life satisfaction. These ideas are featured in this newsletter along with a technique for utilizing these concepts in the classroom. *JB*

A COLLEGE BASED IN-SERVICE TRAINING MODEL FOR CHILD CARE WORKERS

Roz Lenhoff, M. A.

In the past several years, we have witnessed a dramatic increase in the availability of child care services. The number of people required to staff these positions has also risen. There seems to be unanimous agreement that the teacher is the most important factor in a child's learning experience and the major determinant of program effectiveness (Feeney & Chun, 1985; Katz, 1984; Peters, Yenchko & Sutton, 1981). Endeavors to improve and maintain high quality staff have become a strong professional priority.

The present reality in the field of early childhood education is that the majority of teachers in the field have little or no preservice education (Katz, 1984). The responsibility for improving the skills of those already working has fallen on the employing agency, which must then provide in-service training.

(continued on page 2)

THE EFFECT OF SHARED HOUSING ON LIFE SATISFACTION OF THE ELDERLY

Vijay Jaisinghani, Ph.D.
Margaret Mukherjee, Ph.D.

Nontraditional, nonfamily households such as shared households are a solution to the economic problem posed by the high cost of living as well as a remedy for the loneliness experienced by many older persons. In some respects, shared housing is very similar to the practice of boarding and lodging which took place over 100 years ago in which unrelated individuals lived with families, often forming close social ties. Given present trends, it is expected that large numbers of senior citizens will continue to live alone. In 1986 it was estimated that 28 percent of all females 65 years and older and 7 percent of all males 65 years and older are living alone. For some this may be a satisfactory arrangement, but for others, companionship, convenience and a more affordable cost are often sought.

In order to ascertain the satisfaction of senior citizens presently living in group sponsored shared housing in New Jersey, a study in the summer of 1986 was carried out among four different group shared homes. The purposes of the study were to find out more about a resident's decision to move to a shared home and to assess the overall satisfaction with the shared home, specifically, the physical,

(continued on page 3)

(continued from page 1)

One innovative approach to solving this problem is the Child Development Associate (CDA) Program. This college based training venture is an interesting combination of college preservice courses and agency in-service training. "Its mission is educational, but its delivery is community based" (Peters, 1981, p 6).

The CDA program is a national effort to train, assess and credential child care staff. It is the result of a collaborative relationship between the federal government and an early childhood professional consortium initiated in 1972. While CDA assessment and credentialing is administered by the National Association for the Education of Young Children (NAEYC). Training is provided locally by hundreds of different institutions across the country.

Since CDA assessment is based on observed performance by the professional advisor, and eventually, assessment by a parent-community representative as well as a national CDA representative, demonstration of classroom practice is an essential component of training.

(continued on page 4)

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Nicholas Michelli, Dean	School of Professional Studies
Karen Todd, Chairman	Department of Home Economics
Joan D. Bernstein, Director	Life Skills Center and Editor, LSN
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When the CDA candidate is not the key decision-maker in the classroom, then the cooperating teacher must be willing to implement the trainee's innovations and suggestions in order for the training program to be effective. The problem is that training assistants who are not the powerful and accountable person in the classroom environment, require the person with power and accountability in the setting to be open to and congruent with the goals of training.

The literature does not specifically address the issue of the practitioner working in a classroom as an assistant teacher, when the power to effect classroom change resides with the group teacher in charge. However, there is a great deal of literature on two related issues from which relevant data may be extrapolated. The first is the issue of the preservice training of a student teacher working in a field placement classroom with a cooperating teacher; the other issue is that of in-service training, with its various approaches to the continued training of those already employed.

There is a current trend toward increasing the field experience of the preservice student. It is based on the assumption that it is the most valuable and useful part of the formal preparation program. The belief that the practice of applying theory to practice facilitates developing competencies more effectively than abstract theoretical knowledge supports the extension of the field experience (Applegate & Lasley, 1982; Becher & Ade, 1982; Lutrell, Bane & Masson, 1981; Zeichner, 1980).

However, this also poses a dilemma, since expanding the field placement experience increases its influence. What is learned in the field based experience is not necessarily beneficial. In fact, when the field placement conflicts with the expressed intentions of the training institution, it is the impact of the training institution which is lessened.

Early childhood student teachers, preferences and behaviors were found to change in favor of the particular program to which the student was assigned (Cohn, Peters & Willis.1976; Silver, 1982). Preservice teachers tended to accept the limits of the observed classroom practice, thus perpetuating,

rather than improving existing practice (Becher & Ade, 1982). Lutrell et al. (1981) questioned whether it is realistic to expect undergraduates to simultaneously observe and weigh the practice of the cooperating teacher, and also attempt to implement practices taught in their host classrooms.

Some problems for in-service training are similar to those for preservice training. According to Perry (1980), most staff development programs are a mismatch with the realities of the teacher's world and do not visibly alter a teacher's classroom behavior. Teachers either continue their old style of pedagogical practice or return to it after limited experimentation.

The literature related to both pre and in-service programs acknowledges the greater impact of the workplace than of the training institution on the trainee. Therefore, it seems apparent that training without actively involving the powerful influence of the cooperating teacher will produce difficulties. Expecting the least powerful person in the classroom to effectively innovate and change practices in a class which is functioning to the satisfaction of the cooperating teacher seems unreasonable.

Strategies are recommended which support a more collaborative model, one which emphasizes reciprocit between the teachereducator/trainer and the teacher/practitioner (McNergney, 1980; Shapiro et al., 1984). These strategies include selecting cooperating teachers who have gone through a similar training program and/or to keep the cooperating teacher involved and informed throughout the entire training session through an ongoing process.

This may involve more conflict since differing points of view need to be acknowledged, worked through, and resolved in mutually satisfactory ways. This process must begin with interactive communication which respects and utilizes the concerns and abilities of all participants.

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